

Inspection of Mr Bee's North Lynn

Mr Bees Family Centre, 3-5, Hamburg Way, North Lynn Industrial Estate, Kings Lynn PE30 2ND

Inspection date: 26 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well supervised and cared for in a safe, secure and welcoming environment. Staff get to know the children and their families and start to build relationships from the very beginning. Children, who are new to the nursery, are offered flexible settling-in arrangements. This eases the transition from home. Children who are initially unsettled are given plenty of attention and reassurance by their key person.

Babies' individual needs are well met and their care routines are followed. Toddlers are sensitively supported when they are ready to progress with potty training. Young children are offered reassuring cuddles as they become tired and are gently soothed as they settle for a nap.

Staff model behaviour, carefully showing children how to do things for themselves. Children learn how to tidy away toys, put on and take off items of clothes and wipe their noses before putting used tissues in the bin. Even very young children are supported to be as independent as they can be, when they wash their hands at the low-level basins and help themselves to their own drinks.

All children are helped to understand about their own feelings and emotions and those of others. Even the smallest achievements are recognised and celebrated by staff who praise the children, building their self-esteem. Overall, children behave well.

What does the early years setting do well and what does it need to do better?

- The experienced and well-qualified manager leads her staff team effectively. She monitors the educational programme, identifying where improvements can be made. New staff receive appropriate inductions. All staff receive supervision and benefit from a range of in-house and external training and coaching. This further enhances their skills, so that they can better meet children's individual learning needs.
- Management and staff are sensitive to the potential effects of the COVID-19 pandemic on children and their families. During national restrictions, they worked hard to support families. Parents are happy with the care and education their children receive. They find staff approachable and feel well informed about their children's progress. They particularly value how easily staff share information, not only face to face but more recently, via the nursery's online application.
- Staff are well deployed. They get down to the children's level and show an interest in what children are doing. They ensure all children, including those who speak English as an additional language or are slower to speak, hear plenty of

spoken language. Staff provide commentary and pose simple questions, giving children time to respond. They repeat words and phrases that children say, supporting children's correct pronunciation.

- Staff make effective use of assessment to identify any gaps in children's development. Children, particularly those with special educational needs and/or disabilities, are well supported. Staff provide children with additional focused activities, in small groups, to close the gaps. Where further or external support is needed, staff are swift to work in partnership with other professionals in order to give children the best opportunities to develop.
- At times, staff demonstrate strong teaching skills. During circle time, children have opportunities to speak. They confidently introduce themselves, before telling their friends what they have enjoyed playing with. Staff capture children's interest as they introduce the popular story about little pigs and a wolf. Children know to join in with actions and refrains as staff tell the story with energy and animation. Afterwards, children are motivated to carry on independently learning. One child builds their own house of bricks in the construction area while another revisits the story again, carefully turning the pages herself.
- Staff aim to pick up on teachable moments with the children, however, this is not consistently happening. For example, when older children hold their pencils in their fist to 'write' a list, staff do not think to show children how to use the correct grip. Additionally, on occasions during adult-led activities, such as exploring and examining windfall apples, staff do not successfully build on what children already know. As a result, the most-able children are not introduced to new, more challenging concepts, so that they get to know, and do, even more.

Safeguarding

The arrangements for safeguarding are effective.

Those who are designated to lead on safeguarding matters have a secure knowledge and understanding of their role. All staff undertake regular training to ensure their knowledge and understanding is up to date. Safeguarding matters are discussed during supervision and staff meetings. Staff are confident in identifying potential signs and symptoms of abuse. They know when and how to report any concerns about children's welfare. They have a secure knowledge of wider safeguarding issues, such as risks posed to children by exposure to extreme views or practices. Robust recruitment and selection procedures are followed when appointing new staff.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support all staff to identify and make best use of unplanned teaching opportunities as they occur, in order to consistently help children to make the

best possible progress

- support all staff to use what they know about children's knowledge and skills to introduce more challenging concepts, so that children learn even more and can do even more.

Setting details

Unique reference number	EY561753
Local authority	Norfolk
Inspection number	10191205
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	107
Number of children on roll	109
Name of registered person	Mr Bee's Family Centre (King's Lynn) CIO
Registered person unique reference number	RP561752
Telephone number	01553777097
Date of previous inspection	Not applicable

Information about this early years setting

Mr Bee's North Lynn registered in 2018. The nursery employs 22 members of childcare staff. Staff hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery manager and has taken this into account in their evaluation.
- The inspector and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the person designated as safeguarding lead. She looked at relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff at appropriate times during the inspection.
- The inspector spoke with a number of parents and considered the views of additional parents, via written testimonials provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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